

## Written evidence submitted by Miss Leanne Forbes (DIG0079)

The government have taken the decision to remove GCSE ICT & A Level from the curriculum. I am a teacher of ICT & Computing. As part of our KS3 curriculum we take a 3 pronged approach, ICT, Digital Literacy and Computing. By doing this we offer students a broad and balanced curriculum, a curriculum that aims to inspire and prepare, prepare students for the future in a world where ICT based skills and knowledge are essential.

Computer Science is an integral part of our curriculum but not the only essential element. Some of our students will go onto to be computer scientists, providing essential services to the industry, but many, in fact most wont. Most will go onto University, into a place of work and be required, and more likely expected to use ICT & Digital Literacy.

Currently at GCSE & A Level we offer both ICT & Computing. To future proof our young people and to ensure industries have skilled employees it is essential that we continue to offer within our subject these valuable and essential talents. Digital literacy is integral, it is essential however that it is creative, innovative and delivered in such a way that our young people have effective problem solving and analytical skills. Skills which can see them go into fields in this rapidly growing industry. From an ICT point of view so many professions require the ability to analyse, model, design and present as part of their basic remit that a “cross-curricular” approach simply isn’t enough.

Media elements including design, editing, manipulation and creation along with the ability to create and design Apps, interfaces and websites is needed. In addition email etiquette, business documentation and the safe and responsible use of the web is paramount. How do we get students to recognise bias, to research and refine, to recognise and act up potential risks and threats to their well-being. How do we use media to explore British Values, to use the tools and application so familiar to many of our young people in the classroom and get them to recognise the importance of these developments? In short we need a robust, engaging GCSE. A GCSE which develops real world skills, not only for employment, but for life.

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